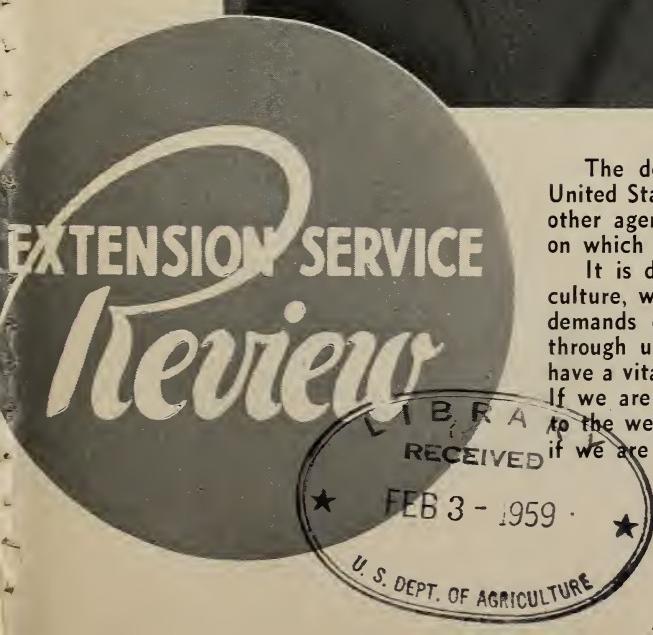


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JANUARY
1953



The demands forced upon agriculture by the people of the United States and other countries place the Extension Service and other agencies of the Department of Agriculture in a vital spot on which many eyes are focused.

It is difficult, to say the least, for the Department of Agriculture, with all its ramifications and complexities, to satisfy the demands of everybody. But a close proximity can be achieved through unity and cooperation among the USDA family. We all have a vital stake in our Nation's accelerated agricultural program. If we are to succeed, we must pull together with an eye single to the welfare of the people we serve. I am sure we can do this if we are fully united, God being our helper.

Ezra Taft Benson, *Secretary of Agriculture*

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Ear to the Ground

- Last-minute news features C. M. Ferguson who has just been appointed Director of Extension Service. Formerly Director of Extension in Ohio he succeeds M. L. Wilson who will continue to serve as a counselor on extension matters both at home and abroad. Next month's REVIEW will bring you more about the new Director and his plans.

- Other big news in the editorial office concerns the fiftieth anniversary issue being stirred up for February midst musty old volumes of early reports and the first issues of the EXTENSION SERVICE REVIEW. The zeal, the enthusiasm, the wisdom, and the hard work of our extension forebears rewards him who explores this family tree.

- It seems that 50 years ago, near Terrell, Texas, one Seaman A. Knapp developed a farm demonstration, a new approach to informal adult education which worked so well that educators have ever since found difficulty in keeping up with it.

Dr. Knapp reported his demonstration after the first year. Excerpts from this report are included in the anniversary issue, together with recent reports on demonstrations which are meeting the modern needs in Washington, Missouri, Alabama, Louisiana, and across the sea in Korea.

- "The Job of the County Agent" features three agents who worked with Dr. Knapp and reported their activities in the early issues of the REVIEW.

- "Write your demonstration in the field," said Seaman A. Knapp and our old friend, Jim Eleazer of "Seen by the Roadside" and "Dutch Fork Farm Boy" fame, takes this quotation as the title for his leading article in February.

- An average extension agent drives some 10,000 miles a year in all kinds of weather and on all kinds of roads. He will appreciate the six basic winter driving rules of the Safe Winter Driving League: (1) Get the feel of the road, (2) slow down, (3) keep the windshield clear, (4) use tire chains on snow and ice, (5) pump your brakes to slow down or stop, and (6) follow at a safe distance.



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Directing Our Resources Toward Greater Service to Agriculture

H. L. AHLGREN

Associate Director of Extension, Wisconsin



THE agricultural economy of the United States has undergone a marked and highly significant change during the past 10 years. It has now entered upon a period in which the margin between the production of feed, food, and fiber and the demand for these commodities is smaller than at any other period during your lifetime or mine. It is quite likely that this situation will continue for many years if not permanently. This is due to our own increasing demands for food, feed, and fiber and to the likelihood of continuing demands from other areas of the world.

Statisticians are now predicting that our population will increase from the present 157,000,000 to 190,000,000 by 1975. Thus, for every 4 people sitting at the table now there will be 5 in 1975. Our best estimates indicate that at present levels of production, 100 million acres of additional cropland will be needed in 1975 to provide enough food, feed, and fiber to support 190,000,000 people at the same standard of living they enjoy today. This additional acreage is equal to all the cropland that we now have in the five States of Illinois, Indiana, Ohio, Michigan, and Wisconsin. Obviously, such an additional acreage of land is not available and thus we must find some other solution to the problem. The answer and the only answer lies in making every 5 of our present acres of cropland produce as much in 1975 as 6 acres are now producing and in using what is produced with a minimum of waste and spoilage.

In directing our university resources toward greater service to agriculture it is our responsibility (1) to fully inform ourselves of the results of re-

search that are currently available, and (2) to apply science to the task of increasing production and seeing to it that better practices find their way quickly to widespread acceptance and use on the land.

Our agricultural plant in the United States is spread over a billion acres on 5½ million farms. Approximately 16 percent of all our people are required to man this gigantic plant, and they draw their livelihood directly from the soil. Like any other industrial plant, our agricultural plant is subject to damage as a result of poor management, and to wear and tear. The inevitable consequences of bad management and poor cropping practices are depletion of soil fertility, reduction in the "life giving" supply of organic matter, and excessive loss of soil by wind and water erosion. The balance sheet now shows that about half of our topsoil has been lost as a result of poor cropping practices, and wind and water erosion. The inevitable consequences of all this are an immediate lowering of the standard of living for those who attempt to make a living under such conditions and the eventual lowering of standards of living for all of us.

Unquestionably, the soil is our greatest and most important natural resource. We are its wards and stewards. No greater service can be performed for ourselves or for those who are to man our farms in the future, than for us to direct our university resources toward the development of a permanent type of agriculture based on sound land use.

We have a unique opportunity and an immediate responsibility to make the greatest possible use of our educational facilities on the campus, in

our university extension centers, and in every one of the offices in the counties.

No longer can it be said that agriculture is rooted in the past and that its concepts are based on empiricism and mysticism. It has now advanced to take its place among our highly skilled professions. Those who are engaged in its many and varied activities are not likely to succeed unless they are well informed and willing to use new findings when it can be shown that it is to their advantage to do so.

A well-informed rural citizenry guided by leaders of integrity, intelligence, and willingness to work is the basis for a prosperous and extremely satisfying type of agriculture. It is your responsibility and mine to aid in all ways possible.

As the general theories on rugged individualism, self-reliance and hard work appear in our tradition, we must accredit them to the farmer pioneer in our history. These qualities, along with the rights given the individual under our type of government, did much to bring us to our present position of prominence among the nations of the world. In directing our university resources toward greater service to Wisconsin agriculture, we should do whatever we can in the interest of recognizing the right of the individual farmer to do as he wishes and to make such progress as his own abilities permit, provided that his wishes and interests are not satisfied at the expense or to the disadvantage of his fellow Americans.

(*Excerpts from a talk presented at the annual conference for extension workers at Madison, Wis., on October 17, 1952.*)

Advice to a Young Man . . .

E. R. JACKMAN
Farm Crops Specialist
Oregon

Wanting the Low-Down on an Extension Job

Every year when Mr. Jackman gets down to writing his annual report he does considerable basic thinking about the whys and wherefores of Extension. These results appear as a preamble to the report. Because his ideas and conclusions seem to apply so well to many other extension workers this section of his annual report has appeared in the REVIEW for several years. This is from the current report.

WHEN a person is rapidly approaching the age when the casual passer-by says, "Look at grandpa—failed a lot in the last year, ain't he?" then he occasionally looks about him for evidences of his worth. Not material worth. The average extension worker isn't likely to accumulate many A's in Dun & Bradstreet. I mean his worth in his own eyes. It seems to me that it would be a mighty acrid taste in the mouth to realize at 65 that your life should have been spent at something else. That must be the reason for so many suicides among the elderly. So far as I am concerned, I think something like the old Irish watchman at a local sawmill. "Suicide? Its the lahest thing I'd think of to commit, on meself!"

Anyhow, let's suppose you have spent, as I have, around 30 years in Extension, and some likely looking young fellow, tall, bronzed, strong, and eager, comes in and says, "My father told me to look you up. I'm thinking of applying for a job in the Extension Service. What would you advise?" Well, what would you advise? This wasn't one who has to study for a doctor's degree solely because he can't get a job.

It would have been good at that point to have been able to reel off some deathless and inspiring answer. I can talk all right, but somehow it never sounds very inspiring. Like John Thornburg, an old-time country banker in Oregon who, when called on for a few inspirational remarks,

said, "Well—all right. But I'm like a dog walking on his hind legs. He can do it, but it don't go so good."

So I had to sit and look at this fine lad a while to find out what I would advise. It's not easy to summarize an entire attitude. Words do not mean the same to any two persons. They have meaning only within the limits of one's experience. But I said something like this:

"There are all kinds of jobs, but they can be pretty well kicked into piles—work with things and work with people. Neither is better—they are just different. A farmer works with things; so does a carpenter, an artist, a bridge builder, a forester, a surgeon. A teacher works with people; so does a union organizer, a politician, a lawyer, a newspaperman. The first thing to do is to decide which you like best.

"If you are happier working with people, then extension work is the very best job there is in that kind of work. Here are some of the reasons:

"There isn't anyone in the State you can't have as a friend if you have the qualifications. In most jobs you more or less have friends thrust upon you. In any case, they normally come from the same group you are in. If you're a bum down in the jungles, you don't walk into the big city bank and joke with the president. But note! If you're the bank president, you don't go and consort with the bum, either. But the county agent can have either or both of them—

depending upon his own personality, of course. There isn't a job in America that compares with Extension in this wonderful freedom to pick associates. Even the minister, who is required to have a saint-and-sinner, all-inclusive manner, cannot be so comprehensive, because his job surrounds him with an aura of respectability that repels the unrespectable.

"Most of the men your father knows are working their heads off so that they can have the opportunity and the leisure to enjoy the folks that we work with all the time.

"Second, Extension offers variety. The deadly sameness of life tends to kill out the spark that young folks have. To a young man, every day is a new adventure. And every old man in the world looks at a young man and his disillusioned old eyes gleam with envy at the young man's eagerness. This sameness of many jobs can also kill marriages and ruin friendships. But in extension work a divorce is so rare that it occasions a lot of comment. So far as I am concerned, there's nothing wrong with divorce, but it, as an institution, doesn't thrive in the extension atmosphere. There are too many interesting things happening all the time to get all worked up in a row with any one person. Besides, the extension man is too busy to carry on any long protracted disagreement. That's kid stuff. Get going—get out the notices for the meeting—get the committee organized—and 'Say, a fellow was in today with the darnest idea. He wants this county to turn to growing Peruvian purple topped petunias.' Anyhow, I hope you get the idea.

"Some of the youngest folks I know are extension workers of 50 years or more. They have never had time to stop for a minute and consider the past. They are so full of plans and ideas that old age can't catch up with

(Continued on page 15)

Case for Counselors

ESTHER RUGLAND, Assistant State Older Youth Leader

A GOOD COUNSELING COUPLE is a sounding board, a prop, and a stabilizer for a county young men and women's group. Here in Iowa, we're convinced that counselors are the answer for young people who are adamant about planning and carrying out their own club program, but still want to have someone around in case they run into difficulties.

We feel that the term "counselors" best describes the advisory capacity of these couples. In Iowa the county extension person who works with the rural youth group is designated as "extension adviser" to the group, so we want to steer clear of using the term "adviser" elsewhere in our set-up. We've worked to get general acceptance of the "counselor" terminology all over the State. In the past years, counselors have been called "sponsors" or "chaperons," neither of which accurately describes them.

Here's how the counseling system works in Dallas County, which boasts a thriving club, 42 strong, for young men and women.

Each fall the club "elects" a counseling couple for a 2-year term. Suggested couples are consulted ahead of time to see whether they'd be will-

ing to serve as counselors if elected. Each year the "old" counselors are on hand to greet incoming members and help new counselors get broken in.

Members themselves feel that counselors give the club a firmer toehold in the community. They know, without talking about it, that their parents quickly sanction club activities, secure in the knowledge that the counselors are effective chaperons at parties and out-of-State or out-of-town trips.

"Counselors are advisers—they're the club's adopted Mom and Dad," explains Lena Mae Crase, president of the Dallas group. "They help straighten kids out easily on staying out too late, smoking on a hayride, and things like that."

"But they don't plan for us," adds her sister, Jeanie, who is club treasurer. "We make all the decisions. At least one set of counselors always comes to our meetings and get-togethers. Just their presence has an impression on the group. They're there. And it's easier to go to counselors on personal questions, too."

Dallas County young people have been either unusually perceptive or

just plain lucky in the counselors they're chosen. They've elected each year a couple who have unbounded confidence in young people, who give up some of their regular social activities during their term as counselors, who have a personal interest in each member, and know how to encourage young men and women to make decisions on their own.

"You find out you have to be younger in some of your thinking," reflects Dwight Barton, one-time counselor. "They expect you to have wiser ideas, but you have to be young with them to put it across."

The Bartons officially finished up as counselors 2 years ago, but still attend functions whenever they can get a sitter for their two young sons. While club counselor, Barton shot 400 feet of color film of club activities. He edited the film and divided it into sections under service, education, and recreation. He still goes along with the club on various expeditions and shows the film to give folks an idea of Dallas County rural young people's activities.

"They're the cream of the crop. To see that they're learning and having

(Continued on page 15)



Four members of the rural youth group try out their hillbilly get-out-the-vote skit on the Goldsberrys.



The Goldsberrys, Dallas County's counseling couple, sit in on an officer's meeting.

Community Leaders Develop Skill

GOODY leaders are made, not born. Over 200 volunteer leaders in home extension work in California heard that encouraging statement emphasized during their first State-wide conference recently. The 2-day conference was devoted primarily to the subject of leadership—what it is and how it can be developed. The women met on the campus of the University of California to fulfill the secondary purpose of the conference—a closer acquaintance with the university they represent.

Guest speakers during the meeting were Kenneth Warner, training officer for the United States Department of Agriculture, and Mrs. Buena Maris Mockmore, former dean of women at Oregon State College and extension specialist in family life.

J. Earl Coke, director of the University of California Agricultural Extension Service, defined the theme of the conference, Leadership in Community Life, by saying "A leader has performed best when people barely know she exists." (Mr. Coke is now Assistant Secretary of Agriculture, directly in charge of Research, Extension, and Land Use.)

How To Use Discussion

Mr. Warner gave a practical demonstration on how the discussion method can be used as a tool of leadership by having the women practice it. For their test run they selected the problem of the strains on family life today caused by the pressures of community and family activities.

Mrs. Mockmore enlarged on the conference theme by discussing the psychology of leadership. "Work with the group, not for them," she told the leaders. "You cannot get others to work for your personal advancement. An effective leader loses her identity in the group she serves, and everyone else collects the bouquet." Mrs. Mockmore's keen observations on family life led many of her audience to ask, "How does she know that about me?"

The delegates to the conference

were the leaders of home extension groups from 43 counties of California. They represented more than 32,000 rural women in California who participate in home extension work.

Irene Fagin, program director and chairman of home economics for the California Extension Service, told the women at the close of the conference that this was only the beginning for them. "A good conference does not end when we leave the building. That is really the beginning, for then you are on your way home to your own

counties to put the conference into action."

Skill Used Back Home

Reactions from both leaders and home advisers to this first State-wide conference have been enthusiastic. Reports coming to the State office from the counties show that the leaders are finding many ways to extend the information they gained in Berkeley. As one home adviser reported, "We are only beginning to use the wealth of ideas we gained at the conference."



Emphasizing discussion as a tool of leadership, this group talked about the strains of modern living and what they can do. Agent Ruth Baldwin (left).



"On Our Way Home" was the title of the summary session when Helen Edwards, home agent, chatted with the leaders about what they had learned.

Polish Your Periscope

As a home demonstration agent in California, home demonstration leader in Wyoming, and home economics extension editor in Colorado, Mary Collopy knows what she is talking about when she discusses public relations with home demonstration agents. This article is based on her talk at the National Home Demonstration Agents Association's annual meeting last November.

MARY COLLOPY

Home Economist

for Michigan State College
Radio Station WKAR

A PERISCOPE we all know is an optical instrument used when battling in the trenches or when a submarine is slightly submerged. This instrument, when polished, enables the observer to obtain a view that he couldn't otherwise get. I contend it is time for us to take a look.

Not a look at the objectives in the long-range program nor the philosophy which guides it—rather, I should like to focus the periscope upon our public relations. We've been a happy home demonstration family growing together and celebrating our silver anniversaries all over the Nation—sort of family affairs. Nice! But any boy on the lines in Korea could tell us today that you're a mature person at 25 years—and that you no longer belong "just to the family."

We have been so busy and so happy in our 25-35 years of growing that we have hardly noticed the wistful, longing, wondering glances of millions of urban and city women and men. . . Closer home we have unconsciously made the party a ladies' affair. How many county achievement days give husbands or brothers an opportunity to join in—even for a portion of the day? Or the evening? Yet, we talk much of *family cooperation* in gardening, reupholstering, financial planning. Many husbands have hung skirts and helped clean yards and porches before the style revues and the yard improvement tour or the housing tour. But—on achievement days and rallies he is the little man who was not invited. Some county agricultural agents have only a *vague idea of our achievement days*. Is this good public relations?

Magazine editors across the Nation remind me that we've never told our big story yet. Newspaper editors—in some sections—agree. National home demonstration week has been an opening wedge. Editors have been most interested in watching us work together, play together, sing together, and grow together. They are curious about what goes on in our discussion groups—what makes volunteer leaders sacrifice time, energy, and money to participate—then share what they learn. Newspaper editors have told me in many States—widely separated—that they've carried notices of meetings and given space to reporting meetings—all through the years. So what? *Where Is The Story of What Happens* in the lives of families as a result of extension teaching? Magazine editors say this is the big story they want again and again.

Are we "too busy" to get and to give out this information regularly through the press, radio, and TV? We're operating on public funds—we owe John Q. Public something. Recognition of efforts expended by people is our *real pot of gold*.

True, time is at a premium in any extension office. But many editors are eager to spend time and money to come for the story. Local editors and local radio program directors welcome an opportunity for on-the-spot coverage. At Michigan State College, and, doubtless, on other campuses, we have the mobile unit which will do on-the-spot TV camera coverage. Agriculture is a few steps ahead of us—aggressive steps—in demanding visual aids and in demanding movies of their work, with sound if possible, and certainly demanding TV. Many men specialists I know appear at night meetings 200 miles away without leaving home—thanks to Kinescope filming of TV shows. Is this

an echo of things to come sooner than some of us realize perhaps?

Is it more work that is needed or is it a rearrangement in emphasis to save detail? Look at Iowa State College teaching dress construction by TV. Iowa will tell you too the home demonstration members are eager to appear on TV—they are "naturals." How many years ago did we go through this same stage of growing with radio?

No one can stem the march of more than 3 million women with whom we work—we have no desire to do so—we want to keep ahead if we can.

Have you ever heard "Don't talk to me of TV—I have enough troubles—besides I have freckles and wouldn't look too well on the screen." "Please don't expect me to write stories or to feed stories to reporters. I have no knack . . . in fact I don't even sniff story possibilities as I drive around the county. I don't even have time to read the magazines I get. My radio program is in a rut—no long-time plan—just something to fill in." Sound familiar? Are they alibis, sincere beliefs, or are they SYMPTOMS?

Yet here's where we need to work with those 3 million women. Do we need more help to do the job—training in how to see stories, how to tell them—time to ponder new radio approaches or is it time we need to analyze why we are TOO BUSY?

Home economics in general—not just home demonstration work—needs to recognize that we have been remiss in our aggressive use of all mass media of information. Unless something is done, that current problem of enrollment in home economics will embarrass us further in our recruitment of home demonstration agents. There are other factors, yes, but THIS IS ONE. We have recounted our deeds—all good—our skills—all fine, but there is a bigger story the press, radio, and TV are hungry for. We just have NOT told the story of what has happened to the thinking of the people we teach.

COOPERATIVE Extension's educational work is being carried on in a dynamic situation—a situation in which the working force on the Nation's farms is decreasing, farms are getting larger, machines are replacing or supplementing manpower, and a technological revolution is going on in agriculture at a very rapid pace.

To meet the needs, how intense is the extension program to be? How much individual service and how much mass service is to be given? I personally believe that our farm people want more individual or personal service in both technical and economic fields and not only for the farmer but for the entire farm family. It seems to me that Extension has not fully recognized this developing trend. The problem is one of getting results with the maximum number of farmers for each individual extension worker.

Why More Personal Service?

The full implications of planning of that type are brought out in a section of volume one of a report to the president by the President's Materials Policy Commission. This report, issued in June 1952, attempts to take a broad look at all the natural resources that enter into the American economy. The chapter on agriculture is worthy of careful attention on the part of all those concerned with the future of American agriculture. It takes up probable demands on our agricultural resources and estimates what will be needed to meet food and nonfood needs by 1975. The report raises questions as to how this production can be obtained. Some of the points that should be considered in shaping future agricultural policy and programs, are listed as wider use of individual farm plans, agricultural credit, farm price policy, bringing in of new land, physical and economic research, and soil conservation.

The section on individual farm plans states that the desired increase in agricultural production will require higher output per acre and per farm worker. Better management of the resources of individual farms will be required to bring about such gains. The report states that:

"Every commercial farmer will

FORWARD PLAN

M. L. WILSON

profit most, and at the same time contribute most toward meeting national needs, if he follows a comprehensive plan for efficient management of his own farm. Relatively few farmers have such plans today: here is a key point at which Government can help. "National programs and policies will be effective to the extent that they help farmers increase production efficiency and assist them in directing production into lines for which there is greater need. The largest possibilities for increase in output lie with the more than 2 million operators of moderate-size commercial, family farms. These are the farms on which production and incomes can be raised farthest and fastest through credit and technical assistance and other keys to the benefits of modern technology."

The report then points out that only large-scale farmers have the means to make such plans unassisted. Although the Commission recognizes that a number of current farm programs offer farmers some help in making plans, it estimates that not 1 farm in 50 now is covered by the type of complete plan required for consistent long-range operation.

The Challenge of Marketing and Consumer Education

Another problem I believe we should take fuller cognizance of involves the whole field of marketing and consumer education. I feel that there is a challenging educational need to be met in this area. Cooperative Extension has laid some good foundation stones, but needs to give more recognition to the whole idea of marketing and consumer education.

As Cooperative Extension looks ahead to its ever-increasing responsibilities additional thought should be given to some of the policy issues that

are involved in the extension program.

Will the Cooperative Extension Service look forward to a broad-based educational program, or to a more or less technical role in the fields of agriculture, home economics, and youth? The Joint Committee Report on Extension Programs, Policies, and Goals, calls attention to the danger of confusing immediate and rather short-run aims and accomplishments with the ultimate and more important over-all objective.

"These circumstances should not be allowed to divert extension workers from their broad objectives of acting as an integrating force—helping rural people through education in solving the many interrelated and continually expanding problems which affect their lives. Toward that end extension should consciously and unfalteringly direct its total resources.

Will the extension program endeavor to bring into functioning relationships all elements of our farm population, ranging from migratory farm workers up to the most competent and well-adjusted people of our family-sized farms and those of large-scale farms?

Will Extension's youth program be predicated on a broad or on a narrow basis? If on a broad basis will it combine with the very highly desirable home projects in agriculture and home economics?

Today the developmental needs of children and youth are being given a great deal of educational attention from the age of 10 up until the time of the choice of a vocation or profession. The recent appointment by the National 4-H Club Foundation of Dr. Glenn C. Dildine, formerly of the University of Maryland Institute of Child Study, to head its basic research study into the developmental

needs of youth, is a case in point. Over 40 extension workers from 33 States took the 6-week short course that Dr. Dildine gave this past summer at the Institute of Child Study.

Will the extension program be largely a program for farmers and their families or will it be, to a certain extent, geared to the needs of all the people in a county? Or, to put it another way, in the words of the Joint Committee Report,

"The Smith-Lever Act clearly states that Extension's field of educational responsibility extends to all the people of the United States. Hence, growing demands on Extension from nonfarm rural residents and urban residents should be met as far as resources will permit."

Personnel Problems

It seems to me that Cooperative Extension needs to pay a good deal more attention to professional training of its personnel, including pre-service training and induction training. Professional training that was adequate to the needs of a fairly simple agricultural economy surely is not adequate to the needs of today and may be solely inadequate to the needs of tomorrow.

Other problems in the personnel area include salary scales, systems of promotion, and related matters. Our study of salary scales indicates that in many instances there is a need for improving salary scales in order to attract and retain highly skilled personnel.

In my judgment both State Extension Services and the Federal office need to give more serious thought to professional development. The whole field of public administration in relation to Extension needs much more attention, including developing the science and art of public administration applicable to its special problems.

As I see it, one of the basic problems is the need for more personnel at the county level. The current ratio of approximately 3 county workers for each 1,800 farm families is entirely inadequate to do the job which Extension should be doing. And if you add to that picture the constantly increasing demands from nonfarm people, the problem Extension is facing at the county level is one of major concern.

Extension work in the field of citizenship will take an increasing stature in the years ahead. The splendid work done in this area by 4-H Clubs and by home demonstration clubs is most heartening and significant. Cooperative Extension is getting many favorable comments on its citizenship work from organizations and agencies that are interested in citizenship education.

There is also the cultural side of extension work. The Rural Reading Conference of 1951 pioneered in this area. I particularly hope that the Cooperative Extension Service will take a certain type of educational leadership in rural America in stimulating the reading and discussion of good books and periodical literature. *This article is based on the talk which Director Wilson made to extension directors, home demonstration leaders and other extension workers attending the annual meeting of the Association of Land-Grant Colleges and Universities, on November 10, 1952.*



Will the extension program include the welfare of tenant families?



How much attention should consumer education get?



How much individual service should be given? This involves the basic problem of need for more county personnel.

Potentialities in Extension

DR. LEWIS WEBSTER JONES
President of Rutgers University

THE LAND-GRANT COLLEGES, with their resident teaching, research and extension programs, are the most characteristic contribution of American democracy to higher education. And Extension is perhaps the most important educational invention of all. Like most great inventions, the extension idea is strikingly simple, far-reaching in its results, and too little understood. Indeed, like many great inventions, it is frequently rediscovered and proclaimed as something new.

The simple, epoch-making educational invention of the land-grant colleges was to bring knowledge and the results of research directly to the people who would apply them for the improvement of everyday life and work. The initiative came from the farmers of this new continent, who as long ago as the 1840's were demanding, in New Jersey, "itinerant professors" to help them solve their practical problems. The establishment and rapid development of the Extension Services has brought into being a unique and richly rewarding relationship between research, teaching, and practice. The results have been truly phenomenal. The productivity of American agriculture is the highest in the world. In no other place or period has so large a proportion of a people's energies been liberated, by the productivity of the food-producers, for other pursuits.

The urban dweller is now the typical American, as the farmer was a hundred years ago. The role of Extension is therefore changing, and concerning itself with urban and industrial research and education, as well as with agriculture.

The invention of extension teaching was so original, so far in advance of conventional education practice, that it has been little understood, or even noticed by the main body of educators. As I said before, they are now beginning to re-invent it for themselves. And indeed, it looks like the wave of the future, it meets most

of the criticisms leveled against conventional university education. It satisfies many of the requirements of a truly democratic, functional education now being earnestly proclaimed by educational reformers.

Extension is about as far as you can get from the Ivory Tower, a structure becoming increasingly distasteful to serious educators. Teachers in our colleges and universities have become more and more concerned about the divorce of theory from practice, the increasing isolation of the specialist, the difficulty of making liberal values operative in the daily affairs of men.

Another legitimate educational worry concerns the questions of motivation. Much of conventional academic learning must be stimulated—or teachers perhaps mistakenly think it must—by the essentially irrelevant goad of grades and credits. Progressive education has tried to tackle the two problems of relating learning to life, and motivating learning by giving students a clear sense of relevance. Both are largely solved in extension teaching. As my friend, the late President Bennett of Oklahoma A. and M., liked to point out, his institution practiced progressive education in a big way: it was teaching people what they really wanted to know, or "meeting the needs and interests of students," as the progressive jargon would put it. The Point IV program in which Dr. Bennett was working when he lost his life was of course an extension of Extension into the foreign field.

A more recent reform movement in education also looks familiar to experienced extension workers. We hear a great deal about the need to bring education and the community together. The most eloquent advocate of this is Prof. Baker Brownell of Northwestern, who believes that good education requires first, that it take place within the small community; second, that it take place within the occupational context of the student;



Dr. Lewis Webster Jones

and third, that it continue throughout life. It seems to me that these conditions are met in most of our extension work.

I might point out also that American civilization in general has been criticized on the grounds that we are much more interested in profits than in people, and that much technical efficiency is devoted to the feeding and care of pigs, little to the feeding and care of children. Again, I would say Extension is not guilty. The Land-Grant Colleges have worked for the improvement of family and community life, through home demonstration work, 4-H Clubs, and the like. The ideal is sometimes expressed as "Sound family living on a conservation base." The carrying over of the same ideal into our urban communities offers the hope that we may begin to solve one of our greatest problems; how to use our magnificent technology to serve human ends.

Another modern movement, stimulated by the rapid and crucial social changes now occurring throughout the world is the movement for increased and intensified adult education. We realize that it is not enough to educate children and young people, and expect their schooling to be adequate throughout their lives. Many problems, new problems, need immediate attention, immediately improved understanding on the part of the adults who must deal with them. One example is the problem of race relations. Children seem to have no

(Continued on page 15)

What's Ahead in Extension Training?

MARY LOUISE COLLINGS

In Charge, Personnel Training Section, Federal Extension Service

PREDICTION of human behavior is always faced with many imponderables. Yet interest persists in looking into the future of all human endeavor to understand better what lies ahead. Witness the strong hold of the fortune teller and the popularity of the forecasting columnists.

Possibly, then, there is interest among extension workers in what lies ahead in the near future of the training program. As every "predictor" knows, the best way to look around the corner at the future is to study the past.

The past training of extension workers suggests:

1. *Undergraduate curricula for prospective extension workers in the future will be broader*, with much more emphasis on the social sciences and humanities than has been given in the past. The job of the county extension worker has been recognized as a generalist's job. His specialty, if he has one, is working with people. Extension directors and deans of agriculture and home economics are recognizing the fact that working with people involves basic skills which should be taught in undergraduate courses. Emphasis on physical and biological science in the undergraduate programs in the past has not permitted students to undertake valuable training in the social sciences (such as economics, psychology, sociology, political science, anthropology, education) and in the humanities (such as English, literature, history, philosophy, art, music, communications). With increased emphasis on public problems and international situations in the extension programs and on the use of modern communication media, county extension workers are realizing the need for more basic understanding of the social sciences and humanities.

Up until the end of the war, there were about 17 land-grant colleges offering special courses in extension methods for undergraduates. The majority were for students in home

economics. Now there are over 30; the majority are joint courses open to students in agriculture and home economics together. Around 700 students took these courses last year; less than half the number of replacements needed by the States. To augment the number of students interested in extension by means of these courses, colleges are setting up advisory services for students. Experienced extension workers with outstanding records are being jointly employed by extension and resident departments to counsel with students in freshman and sophomore classes and to supervise extension field experience for them as part of their college work for credit.

It looks now as though these services would be offered in increasing numbers of States in the future, and joint courses for students taking agriculture and those taking home economics would become more common.

Consideration has been given to adding a fifth year to the undergraduate degree period for county extension workers. Librarians have such a system, as do some other professions not so basic to human life as are agriculture and home economics. (There could be argument over that!) A fifth year, however, does not appear to be slated for adoption in the foreseeable future. The demand for extension personnel is too great at present to wait for graduates to complete an additional year of basic training.

2. *Summer school work at 5-year intervals will be provided by States for all workers as a part of in-service training.* In the past, attendance at summer schools was left to the individual extension worker, and expenses were borne by him. Some States required workers to pay with their annual leave as well. Under these circumstances only those imbued with the love of learning would enroll in summer schools. The trend now is for States to consider their former policies as too discouraging to the average worker. They now

take the attitude that the regional summer school is an in-service training opportunity which each worker should be encouraged to attend at least once in 5 years. Incentives, such as assistance with expenses or a scholarship, low fees, and no sacrifice of vacation time, are becoming more and more common. Workers not inclined to see the need for study have their attention called to it by strong hints and, in some cases, an outright requirement of attendance. The probability grows that extension administrators will give more and more support to the regional schools. Expenses will be partly borne by foundations, furnished as expenses to individual students from funds obtained in the States, or provided by contributions made toward instructors' salaries by all the States in the region. When this favorable climate is created for in-service training, then the goal of 20 percent of all workers at schools each year may become a reality.

3. *Graduate degrees for extension workers will become less rare.* Time was when the county extension worker with his bachelor's degree was away out in front of his farm population. In certain sections of the United States, this is no longer the case. Farmers with degrees from agricultural colleges are no longer a rarity. To stay ahead in a highly competitive agriculture, the county extension agent needs graduate study to keep him abreast of a rapidly changing world. In the past, few institutions allowed graduate students much leeway in selecting from various disciplines the types of courses that would best meet their needs. Today the colleges are tailoring their graduate courses to the needs of the individual student. This does not mean that extension personnel is seeking or getting a cheap degree. Extension workers are getting one that requires work of a high level, but which allows application of study to their own professional problems.



Land-Judging Contests Catch On

THE LAND-JUDGING contest developed in Oklahoma is catching on all over the Nation. The first national land-judging contest as announced in the May 1952 REVIEW was held in Oklahoma City with entries from 10 States and visitors from 11 States and 2 foreign countries. A total of 823 participated in the training school the first day, and approximately 600 took part in the contest the second day. Entries were listed from Texas, Missouri, Illinois, Kansas, Indiana, Virginia, Michigan, North Carolina, Iowa, Ohio, and Oklahoma. Seventeen visitors were there from Turkey and one from Cyprus.

The 4-H Club team from Dallas County, Tex., placed first in the 4-H division, and a Payne County, Okla., farmer was the high-scoring individual in the adult division.

The extension directors of the 12 Southern States took note of this extension method by making a study of the program as outlined by Oklahoma Director Shawnee Brown and Edd Roberts. As an outgrowth, a 3-day training school was held at Mississippi State College with the help of Charles Sheffield, field agent for the Southern States. Forty-nine people from land-grant colleges, extension services, and the Soil Conservation Service were trained in the method of

land judging under the supervision of Mr. Roberts.

Land judging is now also being used in college training. Oklahoma Agricultural and Mechanical College held a land-judging contest on the campus of the experiment station in November 1952. Invitations were extended to other colleges. Prizes consisted of medals and trophies. Other colleges are now considering the use of this teaching method and contest on a par with livestock judging.

Land judging also has an international appeal for educators. Letters of inquiry and personal visits to study the method have come from 10 foreign nations: Australia, Canada, Turkey, Israel, Puerto Rico, Portugal, Cyprus, Thailand, Burma, and China.

The soil-judging contests are 2-day events as described by Mr. Roberts in the July 1950 REVIEW—one for preparation and one for the contest. The first day is used by those holding the contest to select fields similar enough to be suitable for judging, making the official placings on the fields, digging the pits from which contestants obtain the subsoils, arranging for tabulating score cards, and other details.

On the second day the morning is devoted to a training school in which the contestants are given instructions in taking care of the land and how to conserve soil. The following funda-

Oklahomans take their land judging seriously, without regard to sex or age. Men, women, boys, and girls acquire skill in judging the quality and texture of the soil.

mental factors for each of the eight classes of land are discussed: Texture, permeability of subsoil, depth of soil, slope, and degree of erosion. These factors will determine the capability of the soil in terms of how good it is now and what conservation practices must be applied. They are trained how to treat each class of land.

After the schooling the contestants go to the field as teams or as individuals in organized groups of around 30 each. They place the four different areas on the score card, using 30 minutes to each area. They determine the depth and texture of the soil, amount of erosion, kind of subsoil, drainage conditions, and other hazards, and mark this on the standard score card developed by Roberts and his associates for this work. The cards are taken up and graded to determine team and individual winners. Usually local sponsors provide some type of awards for high-scoring teams and individuals.

Farmers and parents of the farm youth realize that our farming frontiers no longer lie westward but under our feet because of the increase in the productivity of our soils, and that in order to protect these frontiers to feed the coming generations the conservation movement must be instilled in the hearts and minds of our youth. In this the land-judging contest is making a growing contribution.

Egg Marketing Program Expands

E. P. MORTENSON

Department of Agricultural Economics, Wisconsin

THE MARKETING ACT of 1946 expanded the area of responsibility for the Extension Service in marketing and merchandising. Our experiences in this field had been limited, and no tested methods or techniques had been developed which could be applied to new projects.

Therefore, those who embarked upon fresh projects had to blaze their own trails and develop their own methods. Two years ago, we undertook a program to improve egg quality and increase consumption in a designated market area.

The first phase of the project concentrated efforts in a market area comprising a population of some 70,000 people. The specific objectives were (a) to devise methods of improving egg quality and increasing consumption, and (b) to measure the changes in egg consumption, resulting from the efforts of the project. A college graduate, with experience in retailing, was employed to help.

We first called on all retail stores and wholesalers handling eggs in the market area to solicit their cooperation. Their agreement involved keeping weekly records of egg sales, checking the quality of the eggs by spot candling, and improving the methods of maintaining egg quality. Improvement of packaging and display procedures was also considered. More than 90 percent of the retailers and wholesale dealers in the area agreed to participate in the program.

Meetings were then arranged with

consumer groups in the two cities of the market area. Included in these were representatives from labor auxiliaries, church organizations, and similar groups that would provide leadership to assist in obtaining attendance. In this part of the program, we had the active cooperation of the county home demonstration agents as well as home economists of public utilities, who demonstrated the use of eggs in selected menus, emphasizing the nutritional value of eggs in the family diet.

An equally important job was to prepare radio talks, newspaper articles, and news letters to cooperating retailers. These were presented twice a month.

The local home demonstration agent and the State extension nutritionist prepared timely recipes of egg dishes, which were run in the local newspaper and given over the local radio. Seven of these recipes were mimeographed (on slips of paper 3 by 4 inches) by students in the local vocational school printing classes. During the season of the year when eggs were plentiful—and prices low—the cooperating retailers inserted these

slips in their egg cartons, one each week for seven consecutive weeks. Each recipe was printed on different-colored paper to attract attention.

When the project had been under way about 8 months a "Good Egg Day" was held in the city auditorium, sponsored by local retailers and wholesalers, feed dealers, local egg producers, and others interested. The program was geared to production and merchandising problems, the nutritional value of eggs, and the methods of preparing egg dishes.

During the entire period complete records of weekly egg sales were kept and carefully supervised by the project leaders. When the project had been under way for 15 months, comparisons were made in egg sales with corresponding months of the previous year. The records showed that egg consumption in the market area had increased slightly more than 10 percent. This was during a period when egg consumption over the country generally had increased about 2 percent; hence the increase in this "pilot project" was strikingly significant.

In order to determine the effectiveness
(Continued on page 15)

Rural Women Buy Visual Aids



Mrs. Rosa J. Parker House (right), home demonstration agent, looks over the new 16-millimeter sound motion picture projector, the slide film projector, and the screen, which the county council is providing for use in

the home demonstration program in Logan County, Okla. The women raised \$500 to buy the equipment, which will be used in the regular meetings of colored homemakers' clubs and 4-H Clubs.

Have you read...

BOOKS THAT HELP ME

Louisiana Agents Tell Why

Two Louisiana home demonstration agents, one rural and one urban, select the same book as "most helpful" in their work. The book is **HOW TO WRITE FOR HOMEMAKERS**, by Lou Richardson and Genevieve Callahan, published by Iowa State College Press, Ames, Iowa, 1949.

Reasons why *Elizabeth Williams, Morehouse Parish home agent*, likes the book are: "The authors seem to know the difficulty we have in getting better homemaking over to the public and making the homemaker have the desire and determination to change her old habits for new and better ones. The authors have covered every field of home economics writing. This book has helped me write better radio scripts, demonstrations, news articles, recipes, and circular letters. It is good, chatty reading. The notes in the margins are helpful, too. I just couldn't get along without having this volume on my desk for reference and inspiration."

Reasons why *Mrs. Maida Tabor, Orleans Parish home agent*, likes this book: "The nature of my work in this metropolitan area (New Orleans) is quite different from that in rural areas, necessitating the preparation of script for radio and telecasts, releases and stories to the newspapers, speeches and programs, photography, and the preparation of local-interest news letters and bulletins. This book gives me the assistance I need to do the job, for I have had little training or experience as a journalist. The contents of this book are useful and in short, concise chapters, enabling me to tackle the job with all possible speed. It has helped me get ideas across to others through the simple formulas given in the particular writing job."

"If I were to choose a second book that has been of assistance," writes Mrs. Tabor, "I'd select **BETTY CROCKER'S PICTURE COOK BOOK**, by General Mills, Inc., published by McGraw-Hill Book Co., 330 West Forty-second Street, New York 36, N. Y.

"The procedures to follow are beautifully and clearly illustrated, (1,300 illustrations). These serve well in planning steps to be presented in a telecast. Besides, I have been able to gather interesting and catchy ideas and information in the 463 pages of easy reading. In this book, the eye appeal and its relation to presenting a foods telecast have been of significance in my home demonstration work."

Elizabeth Williams also lists a second book, **POPULAR HOME DECORATION**, by M. D. Gillies, published by Wm. H. Wise & Co., 50 West Forty-seventh Street, New York, N. Y. Reasons why Miss Williams likes the book are:

"I use the book constantly for the help it gives me in answering homemakers' questions and solving their problems. Being the editor of a woman's magazine and having come in contact with so many homemakers, the author has been able to put in print what homemakers want to know. She has translated interior decorating principles from textbook language into average, everyday homemakers' language.

"She gives them an idea on how to help themselves achieve their goals in an inspirational way. For example, she says 'What is decorating? Your job is already many-sided: you have to cook three meals a day, you have to clothe your family; and you have to keep a house in running order.

Decorating is a plus. It requires a plus in time and a plus in energy but it will repay you many times over, because decorating is not a dead thing. It is a live, creative thing. In making your home more attractive, you not only provide a more gracious and congenial background for your family, but you personally will benefit and grow. I do not mean that you will benefit if you just go down to a store and buy a lot of furniture and move it into your house. You will benefit only if you put something of yourself into the job, only if you change and adapt the things you have and the things you buy to your own requirements'."

Constance Escude, Vermilion Parish home agent, lists the following two books and gives reasons why she likes them: **YOUR WAY OF LIFE—UNIT FIVE OF PERSONALITY DEVELOPMENT**, by Estelle B. Hunter, Ph.D., published by the Better-Speech Institute of America, 307 North Michigan Avenue, Chicago, Ill. "I found this book beneficial, since it deals with improving and changing one's inner self through mental and spiritual growth brought about by developing self-control and strengthening of character.

"In doing agricultural extension work, you come in contact with people with all types of personality, ability, and disposition. By using suggestions from this book, it was easier to adjust myself to meeting the needs of the various types of individuals as well as groups."

CREATIVE HOME DECORATING, by Hazel Kory Rockow and Julius Rockow, published by H. W. Stuttman Co., New York, N. Y. "This book has been very helpful to me, since housing and house furnishings has been one of the major activities carried on in Vermilion Parish for the past few years and is still of great interest.

"The book is complete, giving excellent illustrations and examples of all types of problems pertaining to home decoration. Many of the problems in this parish have been based on remodeling, and this has been for all types of homes. The varied suggestions for home decoration have enabled me to use this book effectively to a very large extent."

Case for Counselors

(Continued from page 5)

a good time, too, makes you want to go out of your way to help do something they'll really like."

The Bartons maintain that counselors work best as a sounding board. "They always ask your advice," they say, "but if you hold back, they come up with the answers themselves. Once in a while, if we see the program is getting lopsided, then it's time to do a bit of suggesting."

Counselors are important for recruiting new members, too, say the Bartons. They tell young people about the group, pick them up and take them to meetings, and help them get acquainted.

"Occasionally," says Goldsberry, "meetings drag if the boys are tired from working in the fields all day. We try to pick up the ball and keep it rolling in that case."

The Goldsberrys make the trip to every district and State event possible. If they go, the young people are eager to make the trip, too—so they feel it's well worth their time.

Brand-new counselors Esther and Ralph Chambers are enthusiastic already.

Most of the counselors are busy farm couples with a baby-sitting problem every time a club activity comes up (about once a week). But they get there, and they thrive on it. So do Iowa's rural young people.

Advice to a Young Man

(Continued from page 4)

them. It's only when one comes to a slow walk that an old duffer encumbered by a scythe can overtake a person.

"Then there's another thing—if I can tell it to a young fellow like you without sounding sentimental or gushy or something. You take it as a matter of course that whatever you do is going to be worth while. But I know plenty of folks of forty who aren't so sure. In fact, half of them are saving and denying themselves comforts and pinching down on their family's spending so they can quit work! That's about as pitiful as anything I know of.

"No extension man in good health is looking forward to retiring. Retiring from what? From a chance to be useful? From the grandest opportunity in the world to be helpful? I have certainly missed plenty of balls I've swung at, but I've made some hits, too. All over this State I can see farms that are better because of something I've advocated, and can see families with new homes that some idea of mine has helped to build. In this entire State, I think there isn't a farm on which I am not welcome. Is anyone so crazy as to think I want to shuck that off?

"So this extension job has a reward that is completely different from that of most jobs. I imagine that a really dedicated country doctor might feel the same when he looks around and sees the folks he has helped. I suppose he wouldn't trade his job off either.

"You probably won't make much money. That has never worried me much, nor, fortunately, my family. You can't wear but one suit of clothes at a time, or eat but one meal. You can't live in more than one house. If you want a car, it won't be a Cadillac. You will get enough money so the pinch of poverty won't humiliate you and you can live in a house good enough so that you won't be too embarrassed when the wife's relatives cast an appraising look around.

That was all I could think of. The young man said he'd think it over.

Potentialities in Extension

(Continued from page 10)

"natural" tendency to discriminate, but quickly absorb discriminatory attitudes from their elders. It is the parents who need re-education. There are many, many more contemporary problems which face adults directly, and which cannot wait for the slow, traditional processes of formal education.

This is a world-wide problem. Sir Richard Livingstone, former Vice-Chancellor of Oxford University, states that England cannot survive the next few decades unless her adults are given an education which will help them deal with the situations they will encounter.

From many different sources, then, are coming impulses for educational reform, which in fact reinforce the extension and land-grant college idea. While we welcome these new—and often unwitting—recruits, we might ask ourselves why their voices need be raised, why they should be hailed as prophets of new ideas? Is it because we ourselves have lost something of our early impetus, forgotten the big ideas in our pre-occupation with successful detailed operation? *Based on an address given at the general session of the Association of Land-Grant Colleges and Universities, November 10, 1952.*

Egg Marketing Program Expands

(Continued from page 13)

ness in consumer education at the end of a year's activity, a carefully selected sample of 150 housewives in the market area were interviewed. Four out of five said they had heard about the project and more than half of those interviewed had prepared new dishes suggested from the recipes circulated by the project leaders.

The second phase of the project consisted of extending the findings of this pilot project. The plan was to hold one-night meetings or "schools" in the small and medium-sized towns (1,000 to 50,000 population) in the State generally.

Initial arrangements for the schools were made through the county extension office. The county agent usually made contact with the chamber of commerce, the retail grocery association, or other organizations concerned with retail merchandising.

Local newspaper reporters, equipped with photographic equipment, were asked to cover the meeting. The photographs taken and the stories written for the papers featured the local committees, officers of local associations, and members of the county extension service. Aside from the value of the subject-matter information, an outstanding feature of the program was that it identified the Extension Service with a new group of people—the retail storekeepers—working on a new type of educational activity. The results of the program worked to the common advantage of producers, handlers, and consumers of eggs.

What Will You Have?

Some Summer School Offerings of 1953

MORE LIGHT ON DEVELOPING EXTENSION PROGRAMS?

J. L. Matthews will teach a course at Wisconsin (June 8-26), J. Paul Leagans at Cornell (July 6-24), and a course will be offered at Arkansas (June 29-July 17).

DOES EVALUATION INTRIGUE YOU?

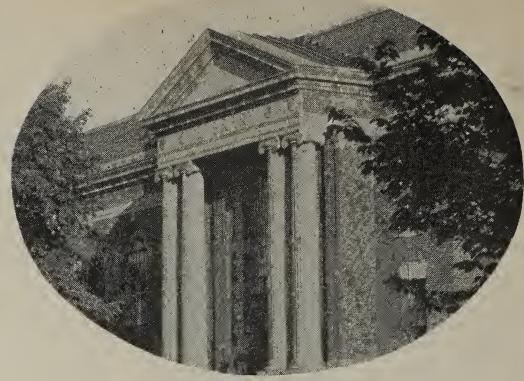
Gladys Gallup will teach at Arkansas, Laurel Sabrosky at Cornell, and a course will be offered at Wisconsin.

HOW ABOUT EXTENSION'S ROLE IN PUBLIC AFFAIRS?

T. R. Timm offers a course in government and agricultural policy at Prairie View (June 1-20); J. B. Kohlmeyer at Wisconsin; and a course will be given at Arkansas.

IS YOUR SPECIAL INTEREST IN YOUTH

4-H Club organization and procedures will be taught at Prairie View, and John T. Mount will teach the subject at Wisconsin. A course in organization and procedures for youth programs is offered at Arkansas, and C. C. Lang will teach extension work with 4-H Clubs and young adults at Cornell.



SKILL IN NEWS AND RADIO WORK

Sherman Briscoe offers a course in news, radio, and visual aids at Prairie View. M. E. White will teach extension communications at Wisconsin, Lowell Treaster at Cornell, and a course will be offered at Arkansas on effective use of news media.

In addition

Prairie View offers courses in rural sociology, rural health problems, and extension clothing methods. Colorado A. & M. offers extension methods in nutrition under Dr. Evelyn Blanchard (July 20-Aug. 7). Wisconsin offers sociology for extension workers under R. C. Clark, extension supervision under F. E. Rogers, and extension philosophy under W. W. Clark. Arkansas offers courses in farm and home planning and use of groups in extension. Psychology for extension workers under Dr. Paul Kruse, land economics and management under Lloyd Davis, and management in relation to household equipment under Mrs. Lucille Williamson are offered at Cornell.

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